



PUPIL PREMIUM POLICY

2026-2027

Approved by LA:	Autumn 2026
Internal review due:	September 2027
Full review and ratification due:	September 2027
Signed on behalf of the Local Advisory Board (LAB) by the Headteacher	

This statutory policy will be reviewed annually, following legislative change, following safeguarding audits or following incidents where lessons can be learned.



1. Policy Statement

The Pupil Premium is additional funding provided by the Department for Education (DfE) to improve educational outcomes for disadvantaged pupils in publicly funded schools in England. It is designed to close the attainment gap between pupils eligible for free school meals (FSM), looked-after children (LAC), children adopted from care, and those from service families, compared with their peers.

At Park Aspire AP Academy, we recognise that many pupils—whether or not they qualify for Pupil Premium—face significant barriers to learning, including social, emotional, and mental health (SEMH) needs and/or special educational needs and disabilities (SEND).

Our policy ensures that Pupil Premium is used strategically, transparently, and inclusively to:

- Improve outcomes for eligible pupils, and
- Support a whole-school approach that benefits the wider pupil body where appropriate, without creating stigma or inequality.

2. Legislative and Statutory Framework

This policy aligns with the following frameworks:

- DfE Pupil Premium: Conditions of Grant (2024-25)
- DfE Using Pupil Premium: Guidance for School Leaders (2023)
- The Equality Act 2010
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (2019)
- Children and Families Act (2014)

The Headteacher and members of the Local Advisory Board are responsible for ensuring that funding is used in accordance with these frameworks and that impact is demonstrable and evidence-based.

3. School Context

Park Aspire AP Academy provides education for up to 90 pupils aged 4–14 who have been permanently excluded or are at risk of exclusion from mainstream schools. Many pupils have experienced disrupted education, social and emotional difficulties, and significant barriers to learning. Around 65% of pupils are eligible for Pupil Premium. However, this can fluctuate due to the high mobility of pupils entering and exiting Park Aspire.

Due to the geographical spread of pupils and reliance on Passenger Transport Services, after-school or out-of-hours provision is not feasible. Enrichment and targeted interventions are therefore embedded within the school day.

4. Intent and Principles

Our intent is to use Pupil Premium funding to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Address SEMH and social barriers impacting engagement and learning.
- Provide equitable access to quality teaching, interventions, and enrichment.
- Develop belonging, confidence, and readiness for transition.
- Ensure inclusivity and sensitivity in implementation.

Principles:

- Funding is used strategically and guided by Education Endowment Foundation (EEF) evidence.
 - All staff understand the needs of Pupil Premium pupils.
 - Interventions are monitored and adapted for impact.
 - Expenditure avoids stigma or visible segregation.
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5. Implementation – How Funding is Used

A. Teaching and Learning

- Learning and Behaviour Assistants provide smaller group and personalised support.
- Staff CPD focuses on trauma-informed and relational practice.
- Curriculum pathways are adapted for reintegration readiness.

B. Targeted Academic Support

- 1:1 and small-group tuition in English and Maths.
- Speech, Language, and Communication interventions.
- Educational Psychology-led assessments and guidance.

C. Wider SEMH and Pastoral Support

- Therapeutic mentoring and mental health practitioner support.
- Life skills, resilience, and outdoor education programmes.
- Attendance and family liaison work.
- Personal development activities built into the timetable (life skills, resilience, outdoor learning).
- Nutritional support (e.g., breakfast on arrival) to ensure readiness to learn.
- Uniform or essential items support, discreetly managed to avoid singling out pupils.

D. Whole-School and Community Support

- Trauma-informed culture and behaviour management.
- Safer Schools Officer and external partnerships (e.g., Emerge, Breaking the Cycle).

6. Avoiding Discrimination and Promoting Parity

Pupil Premium funding is used to support all pupils through inclusive, non-stigmatising approaches. Resources purchased with Pupil Premium funds are available to all pupils where appropriate, ensuring parity and fairness.

- PP funding may be used to create opportunities accessible to all, but with PP pupils prioritised for participation.
- Resources purchased with PP funding (e.g., literacy software, sensory equipment) are made available across cohorts where appropriate.
- When additional support is offered, the criteria for selection are based on need, not entitlement, avoiding stigma.
- The school maintains discretion and sensitivity when allocating individual support (e.g., uniform, meals, therapy).
- Impact measures are based on individual progress and wellbeing, not comparisons that disadvantage others.

7. Monitoring and Evaluation

Impact is reviewed termly by the Senior Leadership Team and Local Advisory Board. Evidence includes:

- Academic progress
- Attendance and engagement
- Behaviour and wellbeing
- Parental and pupil feedback

The annual Pupil Premium Strategy Statement details the school's context, intended outcomes, and planned expenditure.

8. Roles and Responsibilities

Headteacher – Accountable for effective use and reporting.

Pupil Premium Lead – Monitors impact and compliance.

SENCo – Ensures overlap between PP and SEND support is complementary.

Teaching Staff – Deliver inclusive teaching and track progress.

Governors – Hold leaders accountable for impact and equity.

9. Review and Publication

This policy and the accompanying Pupil Premium Strategy Statement will be reviewed annually and published on the school website in line with DfE requirements.

9A. Transparency and Accountability

The academy will publish an annual Pupil Premium Strategy Statement on its website in accordance with DfE requirements. This statement will outline:

- The academy's context and key challenges.
- Intended outcomes for disadvantaged pupils.
- Planned expenditure.
- Evidence-informed approaches.
- Evaluation of the previous year's impact.

10. Example Uses That Benefit All (Whilst Targeting Pupil Premium Pupils)

Use of Funding	Intended Benefit for PP Pupils	Also Benefits Wider Cohort
Therapeutic or Pastoral support	Addresses trauma and anxiety linked to disadvantage	Improves wellbeing for all pupils accessing the provision
Specialist training for staff (e.g. trauma-informed practice/Emotion Coaching)	Improves teacher understanding of disadvantaged pupils' needs	Enhances practice across all classes
Learning resources (e.g. literacy or sensory tools)	Targets PP pupils with gaps in literacy or regulation	Available to all who need support
Development of calm zones / wellbeing spaces	Safe space for PP pupils to regulate	Accessible to any pupil needing time-out support
Breakfast provision	Ensures PP pupils start the day ready to learn	Any pupil who arrives hungry can access it discreetly
Pastoral Mentoring programme	Builds resilience and aspiration for PP pupils	Offers relational support to non-PP pupils if capacity allows

11. Conclusion

This policy ensures that Pupil Premium funding at Park Aspire AP Academy is used strategically, inclusively and transparently.

It supports our mission to remove barriers to learning, promote wellbeing, and enable every pupil, regardless of circumstance, to achieve their personal, social and educational potential. Through careful planning, effective monitoring and evidence-informed practice, the academy aims to ensure that disadvantaged pupils have the opportunities and support they need to thrive.